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ABSTRACT

The purpose of this newsletter is to report current activities concerning the study of child language. Each issue will offer reports of ongoing research, announcements of upcoming meetings and conferences and reports on those recently held, and news of recent publications concerning language acquisition. This issue's research report is "Child Language Research in Japan: Part I" by Fred C. C. Peng, which describes a study conducted by Taro Takahasi and Ai Okubo on the development of communicational function in the course of sentence formation. The reports of meetings and conferences in this issue include the following: the International Congress of Anthropological and Ethnological Sciences, the Child Language Papers at the Linguistic Society of America, the Child Language Research Forum, the British Association of Applied Linguistics, and the Chicago Linguistic Society. The publications annotated are: "Journal of Child Language," "Child Language Newsletter," "Papers and Reports on Child Language," "Child Language Development," and "Child Language Resume," as well as selected book notices. In addition, the newsletter describes the developing program on language learning at the University of Washington and a summer program in child phopology at Stanford University. (LG)

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CHILD LANGUAGE NEWSLETTER

Volume 1 Number 1 May, 1974

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The Newsletter will appear twice a year, in May and November. Commencing with the next issue (November, 1974) it will appear as part of the Linguistic Reporter, published by the Center for Applied Linguistics. The Linguistic Reporter appears 10 times a year, monthly except July and August, edited by Allene Grognet. The subscription is $2.50. There is no separate subscription for the Newsletter. To subscribe write to: Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209, U.S.A.

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EDITOR'S NOTE

The idea of an international child language Newsletter developped during the 1972 Symposium on Child Language held in Florence, Italy. There, it was pointed out that there was no common source of communication between the diverse people working in the research on children's language. The idea was pursued afterwards by Walburga von Raffler Engel (Vanderbilt U.) and Charles Ferguson (Stanford U.), in representation of the International Association for the Study of Child Language. It became a reality when the Center for Applied Linguistics agreed to support its publication.

The current plan is for the Newsletter to appear twice a year, in May and November. This first number is being sent out as a separate issue, while subsequent ones will be part of the Linguistic Reporter, published by the Center for Applied Linguistics. This first issue is separate to acquaint people with the purposes and nature of the Newsletter, and to call for information from the broadest possible sources for the future issues.

The main purpose of the Newsletter is to report on the diverse activities taking place throughout the year on the study of child language. One of the most interesting of these activities is on-going research projects. To provide the most general information in this area, each issue will have a section on General Research Reports. These will be general surveys of topics by researchers familiar with the area. These can be either by country, language, or topic, e.g. phonology, syntax, parental speech, etc. This number contains the first of a series of reports by Fred C. C. Peng on "Child language in Japan". Those interested in preparing such reports are urged to contact the editor. General treatments such as these were selected over specific research reports due to space considerations and the fact that other publications deal specifically with this (see Research Resumés, Child Language Newsletter, and Journal of Child Language in this number).

Another important activity is that of meetings and conferences. Each issue will have information on upcoming conferences on language acquisition, as well as reports on those recently held. This will not be limited to meetings dealing exclusively with language acquisition. This issue, for example, gives papers on child language given at the recent meetings of the Linguistic Society of America and the Chicago Linguistic Society.

Publications will constitute a third important area of the Newsletter. This activity, of course, covers a diversity of information. One aspect concerns journals on language acquisition. This issue, for example, contains news about the new Journal of Child Language. I would be most interested in hearing opinions about the kinds of information on journals that people would like to know more about. Also, news on recent dissertations on child language will be a part of each issue. In addition, each issue

will have a section on Book Notices, announcing new books dealing either exclusively or in part with language acquisition.

The Newsletter, of course, will not be limited to these topics. Other ones, for example, include reports on university programmes, information on jobs and grants, changes of university by child linguists, etc.

There are two primary sources of information for the Newsletter. The first and crucial one is from the readership. The second is from the Advisory Committee which we are in the process of completing. To date, Walburga von Raffler Engel, chairman (Vanderbilt), Els Oksaar (Hamburg U.), Fred C. C. Peng (International Christian University), Paula Menyuk (Boston U.), and Charles Ferguson (Stanford U.) have agreed to serve on the committee and advise the Editor. Since this is the first issue, I have had to rely almost exclusively on this second source of information. As a result, the Newsletter is more limited than future issues will be. I would like, therefore, to make a general request for information so that our coverage may be broader in the future.

Please send news, and suggestions to:

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Deadline for receiving news for next issue: September 15.

GENERAL RESEARCH REPORTS

There are two other reports of which I am aware which deal with surveys of studies in geographical areas. These are:

Slama-Cazacu, Tatiana (1972) "The study of child language in Europe", Current Trends in Linguistics, V. 9, Linguistics in Western Europe. The Hague: Mouton.

Prûcha, J. (1974) "Research on child language in East European countries", Journal of Child Language, 1.

Below, Fred C. C. Peng presents the first part of a report on child language in Japan.

"Child Language Research in Japan: Part I"

by Fred C. C. Peng
(International Christian University)

There are several research centers in Japan currently involved in the study of child language, most of which are concerned with Japanese--i.e., dealing with Japanese children. The report entitled "Child Language Research in Japan" is intended to be a series of which the present write-up is but the first part. In order to make each part a self-contained entity, its scope is confined to one research center (or project) at a time; the subject-matter is further narrowed down to one or two areas of interest with perhaps only a cursory discussion and a few brief comments, if deemed necessary, so as to familiarize the reader quickly with what goes on in Japan on child language.

One research team deserves mention here first. It consists of two full-time researchers, Mr. Tarō Takahashi and Mrs. Ai Ōkubo, who are presently members of the National Language Research Institute in Tokyo, Japan. Their research started almost nine years ago (in 1965) and is continuing; it has a ten-year plan which will soon terminate but is likely to be renewed or changed to a different project. The title of their research is Bun no Keisei Katei ni Arawareru Dentatsu Kinō no Hattatsu Kenkyū (A Study on the Development of Communicational Functions in the Course of Sentence Formation). They hold that the development of children's communicational functions may be seen in various ways in the course of language acquisition or during the diversification of forms of language activity, and therefore expect to capture it while the formation of sentence types is in progress after children's verbal expressions have become steady.

To accomplish this goal, two approaches are set about: (1) to elicit sentences from children so as to analyze them in terms of syntactic structure and descriptive content; and (2) to scrutinize the morphology of utterances employed by children. The subjects chosen are children from two nursery schools and two kindergartens; these children are divided into three groups from the very beginning for analytical purposes according to age as follows:

Table 1. Grouping of Children by Age and Sex

Age / Sex	First	Second	Third
	3;3 - 4;4	4;1 - 5;6	5;5 - 6;6
M	45	74	65
F	24	47	50
Total	69	121	115

The first approach is pursued by Okubo whereas the second, by Takahashi.

The method they employed follows that of interview whereby each child was taken to a separate room for a "conversation" with the interviewer. The interviewer had prepared ahead of time ten topics based on daily experience or special events that are thought to impress children most, such as field days, festivals, holidays, fables told by adults or cartoons seen on TV programs. The conversation was recorded first on tapes which were then transcribed into written Japanese for analysis and filing. Each interview session lasted on the average 10 minutes per child.

Part of Okubo's results has already been published in a monograph called Yōji no Bun Kōzō no Hattatsu: 3 Sai kara 6 Saiji no Bawai (The Development of Syntactic Structures in Children's Speech: the Case of 3 to 6 year olds) 1973, Tokyo: National Language Research Institute. Here, she observes the differences in the structures of simple and complex sentences that exist among the three groups of children, in terms of development. Attention is paid to the usages of adjectives, adjectival phrases, and conjunctions by these children. She also examines the application by them of sentence ending forms to sentences when making statements. In addition, an attempt is made to look into the analysis of supplementary sentences often favored by children in discourse.

Takahashi has made use of the same materials that Okubo has used, except that he is concerned mainly with the basic forms of verbs, their derivatives, modal particles, conjunctional particles, and adjectives as to how they appear in the verbal expressions of the three groups of children.

Now, several findings are worthy of notice. Simple sentences, for instance, are frequently employed by children even in the youngest group. On the other hand, complex sentences are absent in the first group and often cause problems for the older children even in the most advanced group. Moreover, it is of interest to note that a wide variety of conjunctions occur in their repertoire of which sorede (therefore) ranks highest followed closely by sosite (and then) which, interestingly enough, is more often than not mistakenly used. In comparison, dakedo (but) is seldom employed and keredo (on the other hand) and ga (though) almost never happen. Conversely, children love to rely on te (a conjunctional particle) + sorede (therefore) or sosite (and then) in order to compound sentences. This tendency, however, is much greater among older children than younger ones.

In summary, it may be said that from the point of view of syntactic structure Okubo has more or less ascertained Japanese pre-school children's speech levels in her research; more importantly, she hopes to eventually determine each group's upper limit of speech level.

MEETINGS AND CONFERENCES

Reports

International Congress of Anthropological and Ethnological Sciences

The ninth International Congress of Anthropological and Ethnological Sciences was held September 1-8, 1973 in Chicago, Illinois. At the meeting, there were four papers given dealing with language acquisition. These were: Michael Halliday "Early language learning: a sociolinguistic approach"; Els Oksaar "Implications of language contact for bilingual language acquisition"; Walburga von Raffler Engel "The correlation of gestures and verbalizations in first language acquisition"; Margaret Bullowa, James Fidelholtz, and Allan Kessler "Infant vocalization: communication before speech".

Child Language Papers at LSA

The 48th Annual Meeting of the Linguistic Society of America was recently held on December 28-30, 1973, in San Diego, California. The following papers were presented that deal with language acquisition in children: "Language delay and minimal brain dysfunction" Peter Salus and Mary Salus (U. Toronto); "The acquisition of code switching" Lynn Waterhouse (Trenton C.); "Young children's knowledge of age-appropriate speech styles" Jacqueline Sachs and Judith Devlin (U. Connecticut); "Child awareness of sex role distinctions in language use" Marie Garcia-Zamor (International Bank for Reconstruction and Development); "Pronominalization in the written language of deaf children" Ronnie Wilbur and Stephen Quigley (U. Illinois); "Inflections in the American Sign Language and their acquisition by the deaf child" Susan Fischer (Salk Institute); "Deictic reference in children's speech" Deborah Keller-Cohen (State U. New York, Buffalo); "Learning to express 'place': locatives in Estonian child language" Helgi Osterreich (U. New Mexico); "Postsemantic processes in children with language delay" Carolyn Kessler (Immaculata C. and Stanford U.); "Fronting in child phonology" David Ingram (U. British Columbia); "The case of Genie: an update as of December 1973" Susan Curtiss (UCLA); "The inversion of subject NP and Aux in children's questions" David Ingram (U. British Columbia) and Dorothy Tyack (San Francisco State U.).

Child Language Research Forum

The sixth annual Child Language Research Forum was held at Stanford University, April 5-6, 1974. Hermine Sinclair-de-Zwart (U. Geneva) gave the keynote address Friday night "On pre-speech". In addition, there were twelve papers (listed below in order of presentation) and a special panel on Friday afternoon entitled "From babbling to speech". The panel, which ran for two hours, consisted of John Delack (U. British Columbia), chairman, John Gilbert (U. British Columbia), D. K. Oller (U. Washington),

Ann Peters (U. Hawaii), and Joe Pierce (Portland State U.). Each gave a brief summary of their own research; this was followed by a general discussion of major issues on the topic.

Papers:

David Ingram (U. British Columbia) "Stages in the development of one-word sentences"

James Lorentz (U. California, Berkeley) "A deviant phonological system of English"

Michael Maratsos (U. Minnesota) "Evidence from elicited imitation for preproductive organization of a grammatical system"

Carol Lord (UCLA) "Variations in the pattern of acquisition of negation"

Lyn Kypriotaki (U. Rochester) "The acquisition of AUX: a comparative study"

Michael Smith (U. Kansas) "Developmental linguistics and the pursuit of descriptive and explanatory adequacy: the ontogeny of relative clause formation"

Melissa Bowerman (U. Kansas) "Causative verbs: evidence from child language for the acquisition of complex structures underlying superficially simple lexical items"

Stan Kuczaj (U. Minnesota) "Children's understanding of front, back, and side"

Margaret Press (UCLA) "Semantic features in lexical acquisition"

Thomas Roeper (U. Massachusetts, Amherst) "On children's acquisition of quantifiers"

Anni Davison (U. British Columbia) "Linguistic play and language acquisition"

Susan Ervin-Tripp (U. California, Berkeley) "Children's understanding and production of requests"

British Association of Applied Linguistics

The British Association of Applied Linguistics met April 8-10 at the University of Newcastle-upon-Tyne. At the meeting there was a seminar held entitled "Developmental and clinical applications of linguistics" during which the following papers on child language were presented. Below each is a partial description, taken from the abstracts.

David Bruce (U. Cambridge) "Development and language as an object of cognitive operations"

In order to use language structures for particular intellectual purposes, the child must frequently make language itself an object of cognitive operations. These operations constitute sets of performance variables whose parameters can be defined in developmental terms.

Ruth Clark (U. Edinburgh) "Do children think before they speak?"

The view that language rests on the foundation laid by cognitive development seems better at explaining the acquisition of semantics than the acquisition of syntax. These approaches can be reconciled by using principles of cognitive development to explain the acquisition of syntactic structure itself, and accepting that there is some knowledge which is specifically linguistic, whose growth is fostered by using language.

Martin Atkinson (U. Edinburgh) "Prerequisites for reference"

I argue that an important function of many of the early utterances produced by small children is concerned with the manipulation of the addressee's attention and that this attention function is a necessary prerequisite for the development of reference and predication.

David Crystal, Paul Fletcher, and Michael Garman (U. Reading) "Syntactic profiles"

The primary aim of this research is to establish a technique for assessing the nature and extent of language disorders in children and adults, using syntactic criteria. ...Available information about syntactic development in normal children has been correlated and classified using these criteria, and a series of stages of syntactic development arrived at, which form the basis of a syntactic profile. Samples of language disordered speech are then classified and rated in terms of the normal developmental scale. Remediation procedures are then initiated.

Gordon Wells (U. Bristol) "Meanings and contexts in the early stages of language acquisition"

A theory of language acquisition will be proposed in outline which derives from a view of language as essentially a code for the communication of meaning intentions. It is hypothesized, that, in the early stages at least, the meanings that children are capable of understanding and intending result from their pre-linguistic interaction with their social and physical environment.

Chicago Linguistic Society

The tenth regional meeting of the Chicago Linguistic Society met April 18-21, 1974. Each year the meeting has one or more papers on the topic of language acquisition. Since the fourth meeting in 1968, the Department of Linguistics of the University of Chicago has been publishing the papers. Below are the papers that have been given at each meeting since then, including this year's presentations.

Fourth Meeting, 1968. Wilbur Hass "Perception versus cognition in linguistic theory and developmental psychology"

Fifth Meeting, 1969. Kostas Kazazis "Possible evidence for (near-) underlying forms in the speech of a child"; David Stampe "The acquisition of phonetic representation"

Sixth Meeting, 1970. Holly Huber "A preliminary comparison of English and Yucatec infant vocalization at nine months"; Brian Stross "Tzeltal: acquisition and componentiality"; Walburga von Raffler Engel "Inflectional endings and children's egocentricity"

Seventh Meeting, 1971. Judith Kornfeld "Theoretical issues in child phonology"

Eighth Meeting, 1972. Lloyd Anderson "Explanation, abstractness, and language learning"; Eve Clark "Some perceptual factors in the acquisition of locative terms by young children"

Ninth Meeting, 1973. Susan Curtiss, Stephen Krashen, Victoria Fromkin, David Rigler, Marilyn Rigler "Language acquisition after the critical period: Genie as of April 1973"; Lise Menn "On the origin and growth of phonological and syntactic rules"; John Miyamoto "Imitation and the learning of grammatical rules"; Thomas Roeper "Interpretive semantics and early language acquisition"

Tenth Meetings, 1974. Michael Jones and Ronnie Wilbur "Some aspects of the acquisition of sign language by three hearing children"; D. Lynne Feagans "Children's understanding of order, duration, and simultaneity..."; Michael Smith and Melissa Bowerman "Developmental linguistics and the pursuit of descriptive and explanatory adequacy: the ontogeny of relative clause formation"

Announcements

International Symposium on Human Communication

The Institucion Mexicana de Asistencia a la Niñez, through the Hospital del Niño IMAN, has announced the First International Symposium on Human Communication to be held June 27-29, 1974 in Mexico City. The main topic will be the detection of speech and hearing problems; the sessions will be conducted in Spanish and English with simultaneous translation. For information, write Ernesto Deutsch, Coordinator, IMAN, Av. Insurgentes Sur 3700-C, Mexico 22, D.F., Mexico.

Living English Conference

The California Linguistic Newsletter has recently announced the Third Annual Conference on "Living English: Language in the Schools", to be held at California State Polytechnic University, Pomona, California, October 12-13, 1974. It states that "the theme of the seminar will be the acquisition of language and the development of linguistic skills. Papers will stress the users and the uses of language in an educational context, kindergarten through college, and will include, but not be limited to, such topics as: 1) The acquisition of language 2) Stages in the acquisition of language ...." The announcement also included a call for papers, stating that they are to be thirty minutes and preferably with educational implications. The deadline for abstracts is May 30. For information, write Stanley J. Cook, English and Modern Languages Department, California State Polytechnic University, Pomona, California 91768.

International Society for the Study of Behavioral Development

The International Society for the Study of Behavioral Development will meet July 13-17, 1975 at the University of Surrey. The Society has announced that there will be a section of the meeting dealing with socialization, cognitive development, and language.

International Symposium on Child Language

The International Association for the Study of Child Language and the University of Edinburgh will sponsor an International Symposium on Child Language in Edinburgh, August 13-15, 1975. The Symposium will continue the series begun by the Colloquium Paedolinguisticum at Brno in 1970 and followed by the International Symposium on First Language Acquisition held in Florence in 1972. The Chairman of the Organizing Committee will be Professor John Lyons, and details of registration and admission of papers will be announced.

PUBLICATIONS

Journal of Child Language

Cambridge University Press has recently announced the new journal Journal of Child Language, edited by David Crystal (U. Reading). The Associate Editor is Michael Garman (U. Reading), and the Editorial Board consists of C. Cazden (Harvard), S. Ervin-Tripp (Berkeley), C. Ferguson (Stanford), Y. Lebrun (Brussels), E. Lenneberg (Cornell), P. Menyuk (Boston), E. Oksaar (Hamburg), T. Slama-Cacacu (Bucharest), D. Slobin (Berkeley), and N. Stemmer (Bar-Ilan). Their announcement is as follows: "Journal of Child Language, which will be first published in May 1974, is the only journal totally devoted to the study of child language. It will publish material on all aspects of the scientific study of language behaviour in children and the principles which underlie it. The emphasis will be on the normal development of both monolingual and multilingual children, but some reference will be made to pathological development and also to the educational implications of language development in children. It will provide a much needed focal point for research in this inter-disciplinary area, which is now a major concern in linguistics, psychology, education and speech pathology and of relevance to sociology, anthropology, neurology and paediatrics.

"In addition to articles and book reviews, the Journal will publish a Notes and Discussion section; a Reports section, with summaries of the aims and achievements of major research projects at the time of writing, and of conference proceedings; and an Observations section with short pieces of data illustrating points of general theoretical interest.

"Articles will include discussions of general theoretical interest as well as reporting findings from naturalistic observation experimental techniques, therapy or educational settings; the subject matter may include sounds, grammar, lexicon, semantics, dialect variation, or language use, or any other recognized facet of language study. Articles may be limited to the investigation of one language, or they may be comparative studies; they may be synchronic or longitudinal; focussed on individuals, or presenting statistical treatments of groups. Studies of reading, writing, and the use of sign language will be included, if they are related to general questions of language development; as will be articles with a therapy or remedial education bias.

"The Journal's international and interdisciplinary scope is reflected in the distinguished membership of the Editorial and Advisory Boards.

"Publication twice yearly, in May and November with the first issue appearing in May 1974. Approximately 300 pages to a volume."

The proposed contents of the first issue forthcoming this month are the following: Articles: S. E. Haviland and E.V. Clark (Stanford U.) "This man's father is my father's son: a study of the acquisition of English kin terms"; D. Ingram (U. British Columbia) "Phonological rules

in young children"; J. Průcha (Czechoslovak Academy of Science) "Research on child language in East European countries"; S. Savić and M. Mikeš (Novi Sad Linguistics Institute) "Noun phrase expansion in child language"; E. Müller, H. Hollien, and T. Murray (U. Florida) "Perceptual responses to infant crying; identification of cry types"; J. DeVilliers and P. DeVilliers (Harvard U.) "Competence and performance in child language: are children really competent to judge?"; D. Parisi (Istituto di Psicologia, Rome) "What is behind child utterances?"; R. Clark (Edinburgh School of Speech Therapy) "Performing without competence"; M. Garman (Reading U.) "On the acquisition of two complex syntactic constructions in Tamil".

Child Language Newsletter

Sinclair Rogers (U. East Anglia) and Colin Stork (U. Sheffield) have recently distributed a Child Language Newsletter, dated June, 1973. In the first number, they state that the Newsletter is planned to keep people in the field abreast of happenings, including research reports and notices on conferences and courses, and to provide a forum for ideas and queries. The first number consisted primarily of nine brief research reports by V. J. Cook, S. Rogers, F. Stork, G. Wells, G. Akers, M. Bullowa, S. Savić and M. Jocić, R. Söderbergh, and J. Toivainen. There was also mention of a Child Language Seminar held in Sheffield on April 4, 1973. For information, write: Dr. F. C. Stork, Head of the Language Centre, The University, Sheffield, England S10 2TN.

Papers and Reports on Child Language Development

The Committee on Linguistics at Stanford University announced at the Child Language Research Forum in April that the next issue (volume 7) of Papers and Reports on Child Language Development (PRCLD) would be appearing in May. The contents of the volume are listed as follows: "Is he coming or going? On the acquisition of deictic verbs" Eve Clark and Olga Garnica; "Some aspects of the conceptual bases for first language acquisition" Eve Clark; "What should LAD look like? Some comments on Levelt" Eve Clark; "Perception and production in child phonology: the testing of four hypotheses" Mary Louise Edwards; "Interacting processes in the child's acquisition of stop-liquid clusters" Mel Greenlee; "Selected bibliography on child phonology" Marlys Macken. In addition, it was announced that the next issue, volume 8, would appear in June and include the papers from the Child Language Research Forum and current Research Resumés (see below). For information, write: Eve Clark, Editor, PRCLD, Committee on Linguistics, Stanford University, Stanford, California 94305.

Child Language Research Resumés

For the third year, the Stanford Child Language Project sent out a general request for information on current research on child language.

Those resumés that were received in time were reproduced and distributed at the Child Language Research Forum. This year 94 resumés were given out; each contained information on the investigators, research area, language, subjects/informants, theoretical issues, and an abstract. These will be published in the Papers and Reports on Child Language Development, volume 8.

BOOK NOTICES

The book notices for this issue are limited to a selection of those books which have appeared in 1973. Notices on other books from that year as well as those this year will be included in the next issue. The first three mentioned are reviewed in the first issue of Journal of Child Language and are therefore mentioned without comment.

Early Syntactic Development: A cross-linguistic study with special reference to Finnish, by Melissa Bowerman, Cambridge, Cambridge University Press, 1973, ix. 302 pp., 2.95, $ 7.95.

Studies of Child Language Development, by Charles A. Ferguson and Dan Isaac Slobin (Eds.), New York, Holt, Rinehart, and Winston, Inc., 1973, xv. 645 pp.

Spracherwerb: Grundzüge der Sprachentwicklung des Kindes, by Hans Ramge, Tübingen, Max Niemayer Verlag, 1973, x. 110 pp.

One Word at a Time, by Lois Bloom, The Hague, Mouton, 1973, 261 pp., Dfl. 26.

Mouton has announced: "This book reports a study of language development in the second year of life that focussed on linguistic and cognitive developments that precede the emergence of grammar at about two years of age. Data are presented that demonstrate developmental change in the words that occur and in how single words are used at different times... The notion that children already know about grammar when their speech is limited to one word at a time is strongly refuted. Rather, children present evidence of awareness of relational aspects of their experience, and then learn grammar as a coding of developmentally prior cognitive representations of relations among objects and events. Transcriptions of a series of four 40-minute video taped observations of one child, from 16 to 22 months of age, are included in the monograph as an appendix."

A First Language, the early stages, by Roger Brown, Cambridge, Mass., Harvard University Press, 1973, xx. 437 pp., $15.00.

This is the long awaited book by Roger Brown on Stages I and II of language acquisition, based on longitudinal data collected from three children--Adam, Eve, and Sarah. There are three major divisions of the book. There is first "an unbuttoned introduction" that provides an overview of Brown's five stages, a discussion of linguistic apes, and a

description of the study on which the analysis is based. The next two parts deal with Stages I and II respectively. The jacket states that "Stage I is the threshold of syntax, when children begin to combine words to make sentences. These sentences, Brown shows, are always limited to the same small set of semantic relations: nomination, recurrence, disappearance, attribution, possession, agency, and a few others. Stage II is concerned with the modulations of basic structural meanings-modulations for number, time, aspect, specificity--through the gradual acquisition of grammatical morphemes such as inflections, prepositions, articles, and case markers. Fourteen morphemes are studied in depth and it is shown that the order of their acquisition is almost identical across children and is predicted by their relative semantic and grammatical complexity."

Cognitive Development and the Acquisition of Language, by Timothy Moore (Ed.), New York, Academic Press, 1973, xii. 308 pp., $16.00.

This book consists of a collection of papers originally presented at a conference on developmental psycholinguistics held at the State University of New York at Buffalo, August 2-8, 1971. The preface states that it "is an essential book for any linguist, psychologist, or anthropologist interested in cognition and linguistic development. The papers are: "Language acquisition and cognitive development" H. Sinclair-de-Zwart; "Space, time, semantics, and the child" H. H. Clark; "What's in a word? On the child's acquisition of semantics in his first language" E.V. Clark; "On the internal structure of perceptual and semantic categories" E. H. Rosch; "Developmental changes in memory and the acquisition of language" G. M. Olson; "Coded switching in children's language" J. Berko Gleason; "The genesis of complex sentences" J. Limber; "Connecting children's language and linguistic theory" T. Roeper; "Structural relationships in children's utterances: syntactic or semantic?" M. Bowerman; "The development of phonemic speech perception" O. K. Garnica; "On the status of vowel shift in English" B. A. Moskowitz; "Some strategies for the first two years" S. Ervin-Tripp.

Structure and Strategy in Learning to Talk, by Katherine Nelson, Monographs of the Society for Research in Child Development, no. 149, Chicago, University of Chicago Press, 137 pp., $6.00.

The results of a longitudinal study of the acquisition of first words by 18 children between 1 and 2 years of age. The first 50 words of each child are analyzed in terms of grammatical form, content, and semantic structure. Children divided into two types, referential versus expressive, concerning the acquisition of vocabulary. The relationship between comprehension, production, imitation, repetition, and questioning, and the language learning process are examined. So too is the interaction with parents. It is found that nondirective parental behavior, i.e. accepting the child's behavior, facilitated the child's acquisition of language. An interaction model is presented to explain the findings.

The Acquisition of Egyptian Arabic as a Native Language, by Margaret Omar, The Hague, Mouton, 1973, xix. 205 pp.

This study is based on a wide variety of data collected from 37 children from 0,6 to 15,0 during a field trip to Egypt from June through September, 1968. The younger children were recorded under naturalistic conditions, while comprehension and imitation tests were given to other children up to 7,0. All children received grammar elicitation tests. The general purpose was to determine stages of acquisition of Egyptian Arabic. The seven chapters are as follows: 1. Introduction (outlining the method of the study as well as a grammatical sketch of the language); 2. Basic characteristics of the physical and family environment; 3. The development of phonology; 4. Early communication and initial vocabulary; 5. The development of syntax; 6. The development of morphology; 7. Conclusion.

UNIVERSITY PROGRAMS

University of Washington Committee on Language Learning

by D. K. Oller

Faculty members from several University of Washington departments are interested in language acquisition. They have expressed growing interest in both first and second language learning as well as in the environmental and hereditary factors which influence language learning. Furthermore, there is much interest in codifying substantive results concerning language learning for the purpose of training language teachers more effectively.

To provide an organization within which these interests might be developed further, a Committee on Language Learning has been appointed under the chairmanship of Associate Professor James Augerot. The Committee was appointed both as an interdepartmental committee of the College of Arts and Sciences and as an interdisciplinary committee of the Graduate School. The Committee has undertaken: coordination of scheduling and content for existing course offerings concerning first and second language learning; proposing additional undergraduate and graduate courses concerning first and second language learning; promotion of individual and collaborative research in problems of first and second language learning; organization of faculty-graduate student seminars on problems of language learning; advising undergraduate students in developing individual general studies majors in language learning; counseling graduate students interested in language learning who are following M.A. or Ph.D. programs in language and literature departments; sponsoring individual interdisciplinary Ph.D. programs for students of language learning; study and proposal of Master's level or fifth year certificate programs for students of language learning; and cooperation with the University's Foreign Language Council in research projects involving University of Washington students.

Study toward the B.A. and M.A. degrees in various aspects of language learning is currently available through General and Interdisciplinary Studies and the Department of Linguistics. Our program is expected to be on firmer footing in the Fall of 1975. It is hoped that the Committee on Language Learning will have a full-fledged Ph.D. program in the not-too-distant future.

We expect considerable research to be stimulated by our Committee's existence. Already projects on the relationship between first and second language learning are underway. One project has produced results suggesting that phonological substitutions, additions and deletions which are common in first language learning, do not provide much explanatory power for a theory of second language phonological errors. Errors in second language phonology seem to be explained as well by the traditional contrastive hypothesis as by a theory incorporating information about first language errors. This result is surprising since recent work has provided considerable evidence that syntactic errors of second language learners are often explainable in terms of first language errors but not in terms of the contrastive hypothesis. Hopefully, such questions will be the focus of much work in the University of Washington's Committee on Language Learning in the future.

A Summer Program in Child Phonology

The Committee on Linguistics of Stanford University is offering an eight week Program this summer in Child Phonology, directed to speech specialists, educators, linguists, psychologists, and others interested in how children acquire speech sounds. They state that "the program is particularly designed for speech therapists and clinicians who would like to utilize recent linguistic research findings in their work. It is also of interest to linguists, psychologists, and phoneticians who want to learn more about child language development." There will be three courses offered: a workshop in Child Phonetics taught by Eduardo Hernandez-Chavez, acting assistant professor of linguistics, Stanford; a course in Deviant Child Phonology, taught by David Ingram, assistant professor of linguistics, University of British Columbia; and a seminar in Developmental Psycholinguistics devoted to normal phonological development, taught by Charles A. Ferguson, professor of linguistics, Stanford. Every course will meet four days a week June 25 through August 16, and will give four units of credit. In addition, there will be a weekly colloquium presenting speakers working on various aspects of child phonology. For further information write to: Professor Clara N. Bush, Chairman, Committee on Linguistics, 10k-F, Stanford University, Stanford, California 94305.